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ABSTRACT

In the Family Employability Development Plan (FEDP) process, a facilitator works with the family to help its members acquire the skills to develop their own plan for economic independence. The facilitator helps coordinate the interagency effort and helps the family become empowered to carry out its own plan. Carried out as a pilot project in 13 sites in Michigan, the plan has five steps: inviting families to participate; assessment/advocacy/immediate concerns; development of short- and long-term goals; implementing the long-term plan; and follow-up/ongoing evaluation. After two years (1986-1988), 64 of the initial 124 families who participated in the project were off public assistance (52%); 39 percent of the families were in training; 6 percent of the families were working and receiving reduced aid; and 3 percent of the families were in FEDP counseling only. A total of 411 persons was served, with a positive impact rate of 95 percent. About half of the families were headed by a single head of household, and most had several barriers to employment, such as lack of training, poor education, and lack of child care. The program aimed to address these needs on a case-by-case basis. Full-scale implementation of the program was recommended if its uniqueness can be preserved in a large-scale program. (Forms used in the project are appended.) (KC)

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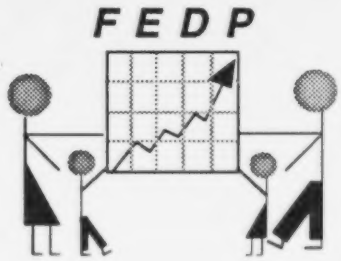

F amily
E mployability
D evelopment
P lan

A Special Project of the JTPA 8% Coordination Effort

What is FEDP?

A special project to develop a process that will assist families currently dependent upon public assistance to become economically independent. The goal of FEDP is to assist the family in reaching economic/emotional/physical stability, free of subsidy, to the family's satisfaction. Another goal is to keep the family together.

What is different about the FEDP Model?

Currently under employment and training programs, individuals are assisted in developing their own EDPs (Employability Development Plans); often other family members do not cooperate with them. They may be dealing with several agencies which are not aware of each other's agendas with this client.

With the FEDP model, family members each have their own goals and EDP, and the family as a whole has its combined FEDP which integrates and coordinates the individual plans. Family members are helped to work out arrangements whereby everyone in the family can 'win' in gaining economic independence. Facilitators help coordinate family plans with local agencies.

What is an appropriate FEDP family?

Any family which is economically dependent on public assistance and has demonstrated their interest in becoming economically independent is appropriate. People are self-identified, invited to participate, or are referred by another agency. The family as an economic unit in its pursuit of independence is the focus of the program. The type of focus depends on individuals in the family.

How is FEDP Funded:

Levels: PY 1986-87: $ 60,000 - MDE - JTPA 8% - Special Targeted Grant

PY 1987-88: $145,000 - MDE - JTPA 8% - Special & Local Targeted Grants

PY 1988-89: $154,886- MDE - JTPA 8% - Special & Local Targeted Grants& DSS - Employment and Training Contribution

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What is the FEDP Process?

A facilitator works with the family to help its members acquire the skills to develop their own plan for economic independence; the family and their plan is brokered to local human service agencies. The facilitator helps coordinate the interagency effort and helps the family become empowered to carry out its own plan.

The facilitator is flexible, avoids imposing his/her values on the family, working with goals that change as the family progresses.

Initially, trust is built by solving immediate problems through an identification of barriers to employment and independence. The facilitator teaches family members to be proactive, not re-active. Empowerment is taught, which makes families strong. A gradual process begins with the facilitator initially walking people through pro-active problem solving. Eventually, clients solve problems on their own and share progress with the facilitator.

Some program sites have FEDP support groups. Families find out that they are not alone, help each other, and make new friends who also want to succeed economically.

How long does the relationship go on?

There is no quick or long-term solution or agenda. Flexibility is important. Steps in the process are different for each family. When families are economically independent they continue to maintain contact with the facilitator and the group.

Families can gradually move into the position of helping others who are just starting out. The members of the families have become empowered to help themselves and 'know the ropes' well enough to share knowledge with other FEDP families in the local area. Facilitators say that their relationship changes from facilitator-client to ongoing friendship.

Program Sites:

Mid Michigan Community College - Program Coordination
Highland Park Community College
Washtenaw Community College
Iron Mountain Community Schools
Marquette-Alger Intermediate School District
Grand Rapids Public Schools
Suomi College
Baldwin Community Schools
Mason County Central Schools
St. Clair Intermediate School District
Troy School District
Oak Park Schools
Metropolitan Detroit Youth Foundation

FAMILY BENCHMARKS TOWARD ECONOMIC INDEPENDENCE

STAGES	OUTCOMES
• *FEDP STAGE 5*	***LEVEL I - INDEPENDENCE*** Family member(s) employed Ongoing support group Follow-up/Helping others No public assistance
• *FEDP STAGE 4 - Final Phase*	***LEVEL H - JOB PLACEMENT*** Some ongoing family counseling Some agency help/support group Primary wage earner employed Reduced public assistance
•*FEDP STAGE 4 - Mid-Point*	***LEVEL G - WORK EXPERIENCE*** Ongoing family counseling/support group Ongoing individual work with agencies Training related to work experience/OJT Ongoing training of family members Family on public assistance
•*FEDP STAGE 4 - Initial Phase*	***LEVEL F - TRAINING/PRE-EMPLOYMENT*** Ongoing counseling of family & support group Ongoing work with agencies by family members Family members in training/pre-employment Family on public assistance Some members may have part-time work Children show increased interest in school
•*FEDP STAGE 3*	***LEVEL E - AGENCY HELP ESTABLISHED*** Ongoing counseling of family and support group Ongoing work with agencies by individual members Family members begin training/job search Family on public assistance
• *FEDP STAGE 2*	***LEVEL D - CRITICAL HELP*** Critical counseling and referrals of family members Begin working with agencies - individual member assessments Family on public assistance No jobs or job training Children referred for assessments/counseling/services Introduced to FEDP support group
•*FEDP STAGE 1*	***LEVEL C - SELF-DIRECTED ACTIVITY*** Family members make some contacts with agencies Family on public assistance No jobs/job training/counseling
	LEVEL B - NO ACTIVITY Family on public assistance No jobs or job training No counseling Children may be dropouts or potential dropouts
	LEVEL A - NO ACTIVITY Homeless and/or not on assistance Not motivated

3

STAGES IN FEDP

1. Invite families to participate in the FEDP:

The facilitator publicizes the process and takes referrals from agencies and interested individuals. Any family unit with members financially dependent on public assistance is eligible. The family should display readiness to change their circumstances. The focus is on the family as a whole unit in its pursuit of economic independence, and varies depending on individuals within the family unit.

2. Assessment/Advocacy/Immediate Concerns:

The facilitator becomes an advocate for the family. This is done by working with the family and local human service agencies to meet immediate needs and concerns. The facilitator teaches family members pro-active problem solving by walking them through the process. Gradually, they become empowered to act on their own and share experiences with the facilitator when they review activities. Assessment of family members' strengths and weaknesses is ongoing throughout this stage. Family values and goals are identified.

3. Development of Short and Long Term Goals:

The family as a unit develops and becomes committed to their long term goal of economic independence. An FEDP is written to define short term goals which follow into the long term goal of economic independence. The long term plan is something which is constantly changing and changeable, and represents the goals of the family without having the goals of the facilitator imposed upon it.

The family works with the facilitator to identify resources and barriers, with their short term goals flowing into the long term goal. It may be necessary to develop a support group in order to achieve some goals. They may be more willing to consider various options at this point, and therefore their plans may be expected to change at times.

4. Implementing the Long Term Plan:

The facilitator works as an advocate with the family, teaching them self advocacy skills in the process, to get the long-term plan in motion. Career explorations, job-seeking skills, education and training skills, and job placement are all a part of their activities. Individual time lines may vary a great deal. The family may be taking more active part in a support group, and celebration of successes can be shared as social events. More friendships between families outside of group activities may emerge, and spontaneous group activities may be planned. Sharing of resources may also occur, or group activities which can improve the economic conditions of members. Set backs in this stage are normal.

5. Follow-Up/Ongoing:

Evaluation is ongoing and an integral part of the FEDP processes, but each family takes a different length of time to reach independence. The families are followed over a period of time and the facilitator continues contact; support group participation can be ongoing, with stronger families working with newer members. Independent pursuit of lifelong education.

UPDATE ON FAMILY EMPLOYABILITY DEVELOPMENT PROGRAM AS OF 12/31/87

At the end of December of 1987, 64 FEDP families had been in the program for one year. A survey of outcomes was taken to determine the effectiveness of FEDP.

The demographic profiles of first year FEDP families, and the date which emerged in terms of results as of 12/31/87 needs to be placed in the context of the MJTCC approved Hard-to-Serve definition. FEDP families were clearly 'unemployed for 2 years or more,' clearly lacked employability characteristics, were clearly economically disadvantaged, and their EDPs showed a longer length of training required for employability then the average JTPA client.

Clients at most programs sites were selected on the basis of family concerns presenting barriers to obtaining employment. The FEDP program survey obtained data from the families on a range of possible barriers, and found families having from 1 to 11 barriers each, with an average of 7 barriers to employment per family.

Clients were selected in most programs on the basis of potential dropouts from training programs in which they were currently enrolled. The programs helped prevent clients from dropping out of the training programs.

Employment data is clearly related to the FEDP program; facilitators were active in working with families in their employment goals and in following appropriate steps leading up to employment. In some cases, facilitators worked on job development and placement as part of the program.

In the first year, the program was not evaluated to determine whether clients with similar characteristics would have achieved a similar result without the FEDP program. The purpose of the first year pilot was to develop and capture a process for use in following years and programs.

The second year has evolved with 11 sites operational, 7 ongoing and 4 new sites in the state. Data regarding outcomes has been captured this year to a higher extent than in the preliminary year. The process is being refined and will be published in a Handbook on the FEDP Process in 1988. The FEDP process is seen as one approach which can be used with hard-to-serve families to help them obtain economic independence. It may not be appropriate for all families or in every part of the state. At this time, however, it appears to be flexible enough as a process to be adopted in a variety of settings.

At the end of the year, only one family had dropped out of the program because of a death, and was intending to return to the program. All of the families had made progress in working on barriers to employment, developing and FEDP, and were progressing toward those goals. Trust had been built with facilitators, personal esteem and psychological health had improved, and resulting energies were put into working toward FEDP goals.

At the end of one year, 17 families were economically independent, or 27% of the total FEDP families. At least one person in 47% of the family units had obtained employment, but some of them were still partially dependent upon food stamps and other assistance. Obtaining low-income housing assistance helped some reduce expenses so that they could live on their working incomes.

FEDP - OUTCOMES FOR FIRST PILOT YEAR - 12/31/87

Number of families: 64
Number of Family Members: 162
Average number of members per family: 2.53 persons

43 families - 1 parent - 6
Note: These are considered 21 families - 2 parents - 33% 'hard-to-serve families per JTPA criteria.

16 families - adults never worked - 25%
48 families - adults average of 3.25 years since last worked - 75%

53 families receiving AFDC benefits - 83%
9 families receiving GA benefits - 14%
2 families receiving SSI benefits - 3%
100% on public assistance

Average number of contacts with FEDP facilitator: 31.28 per family
Average number of contact hours with facilitator: 26 hours per family

Total of 31 youth aged 14-21 years of age:
17 youth completed competencies - 55%
10 youth placed in employment at average $3.41/hour - 32%
14 youth completing high school - 45%
5 youth in college programs - 1 youth in job training - 16%

The above shows 61% of youth aged 14-21 in some kind of educational program; some of these youth have part-time jobs as well. In some cases, youth are living on their own and/or have dependent children.

Total of children under age 14:.51

Total of 80 adults aged 22+ years of age:
23 adults completed competencies - 36%
3 adults completing high school - 4%
20 adults in college programs - 25%
17 adults in job training programs - 21%
30 adults placed in employment at average $5.45/hour - 38%

50% of the adults were enrolled in training programs (4% toward high school completion, 25% in college programs, and 21% in job training programs). These will complete their training at various times in the future, but are expected to obtain employment and become economically independent.

88% of the adults had therefore made significant steps toward economic independence, and the remaining 12% were primary those entering the program later in the year and involved in initial steps to remove barriers to employment.

UPDATE ON OUTCOMES AS OF 6-24-88

Outcome and process data has been taken, with an outside evaluation to be published in August of 1988. Early outcome data is as follows:

Number of families: 155

Persons employed: 40 full time, 36 part time
Persons completing employment and training programs: 53
Persons working on 4-year degrees: 14 (11 on Dean's Lists)
Persons continuing in employment and training programs: 44
Families reaching economic independence: 35
Percentage of first 64 families reaching economic independence: 25-37%
Percentage of first 64 families still in training: 56%
Percentage of first 64 families in entrepreneurial activities: 3%

96% Significant Progress in 18 Months

The effect of this program on children in the families has been profound, and data has been obtained this year to determine that effect. A preliminary survey of facilitators found that children had fewer problems, had improved school attendance and grades, and that their own career goals were higher than before entering the FEDP program. The role models provided by their parents were strong and positive, and they were supportive of their parents in the achievement of economic independence.

Individual success stories are the heart of this program; facilitators will be happy to share with you what has been accomplished. They have found families in danger of losing their homes to back taxes who now are relieved of that fear. Families with severe emotional problems aggravated by poverty now have serene and stable relationships. The self-confidence of families which had 'given up' is improved and their whole approach to life is positive. Mothers have gone on diets and improved their appearance, family members have quit substance abusing, families have enjoyed activities together for the first time in years. Teen parents have quit just 'living together' and married, establishing new families with permanent employment and goals for the future. People who felt they were 'too dumb' to accomplish anything have become college students who are on the Dean's List and active in college government. The list of accomplishments is long, and the stories are truly wonderful.

Facilitators say that families often start to progress when they open the drapes in their homes for the first time and let the sunlight in; many severely depressed families in poverty 'hide out' from the world. Families attending the FEDP potluck suppers make new friends and help each other out with transportation, child care, haircutting, auto repairs, etc. Their poverty incomes go further in the FEDP support groups. They call each other to share feelings and discover new ways to handle problems, thus relieving the facilitator of some of the ongoing burden of emotional support. Individual successes are 'celebrated' by the facilitator with the family and in the support groups.

This program operates on the belief that families can solve their own problems together, with a little help from their friends. Family values are respected, and the dreams of families are helped to become a reality.

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FAMILY EMPLOYABILITY DEVELOPMENT PLAN (FEDP)

1. FAMILY NAME: _____ 2. FAMILY SIZE: _____ 3. FEDP SITE: _____
4. FAMILY ADDRESS: _____ TELEPHONE: _____ MESSAGE PHONE: _____
5. DSS/SS CASEWORKER: _____ TELEPHONE: _____ COUNTY: _____
SUPERVISOR: _____ TELEPHONE: _____

	FAMILY MEMBER NAME	Age	Sex	Race	CURRENT EMPLOYMENT Full	Part	Occupation	NOT EMPL.	UNEMPL. # WEEKS	CURRENT SCHOOL/JOB TRAINING No	Full	Part	Grade/Program
6. A													
B													
C													
D													
E													
F													

7. SOCIAL SECURITY NUMBER: _____ DSS/SS CASE NUMBER: _____

Assessment information on each family member:

	FAMILY MEMBER	TEST GIVEN-BASIC SKILLS/LITERACY	SCORES/GRADE LEVEL	JOB READINESS	COMMENTS
8. A				YES___NO___	
B				YES___NO___	
C				YES___NO___	
D				YES___NO___	
E				YES___NO___	
F				YES___NO___	

8. REFERRAL SOURCE: _____

9. List any family members and indicate in which support programs members are enrolled.
Indicate in each box 1) the amount received, and 2) how long they have received each type of support.

Family Member	WIC 1 2	ADC 1 2	GA 1 2	Food Stamps 1 2	Medi-caid 1 2	Social Security 1 2	SSI 1 2	Surplus Food 1 2	Pension 1 2	Worker Compen 1 2	Veteran 1 2	Other 1 2
A												
B												
C												
D												
E												
F												

10. Define each family member's plans for training and employment:

	Career Choice	Training Program(s)/Site	Start Date	Completion End Date	Job Placement Agency	Job Site	Wage Rate	Placement Date
A								
B								
C								
D								
E								
F								

11.

FEDP INFORMATION REGARDING CHILDREN - DATA AS OF _____

Child Name	Age	Sex	Grade in School	Status and progress of health/endurance and personal/social development	Status and progress of school attendance/ performance

12. BARRIERS TO EMPLOYMENT

	BARRIER	CRITICAL BARRIER	AGENCY	REFERRAL/ DATE	COMMENTS/ FOLLOW-UP/DATE	OUTCOMES/ DATE
LEGAL:						
Legal Alien----------						
Criminal Record----------						
Probation Record----------						
Suspended Driver's Licence----------						
Garnishments/Litigation----------						
IMMEDIATE NEEDS:						
Income for training/job search----------						
Adequate housing----------						
Food----------						
Medical/Dental Care----------						
Child Care----------						
Transportation----------						
HEALTH:						
Lack of health/dental insurance---------						
Eyesight----------						
Speech----------						
Hearing----------						
Orthopedic----------						
General Health----------						
Dental Hygiene----------						
Mental Health----------						
Addiction----------						
Chronic illness (specify)----------						
Other (specify)----------						

	BARRIER	CRITICAL BARRIER	AGENCY	REFERRAL/ DATE	COMMENTS/ FOLLOW-UP/DATE	OUTCOMES/ DATE
Can not be competitive through:						
Wage requirements----------						
Work shift preferences----------						
Work flexibility needs----------						
Geographic preference/restrection------ (specify)						
Planning skills----------						
Decision-Making Skills----------						
JOB SEEKING SKILLS:						
Understanding employee's expectations--						
Work History----------						
Ability to complete application--------						
Appearance----------						
Communication skills----------						
Personal presence and mannerisms-------						
Recent work experience----------						
Ability to describe assets & skills----						
Adequate training & experience for----- job objective						
Willing to conduct job search----------						
Knowledge of job search----------						
Resources to conduct job search--------						
JOB ADAPTION SKILLS:						
Good attendance----------						
Punctuality----------						
Works well under supervision----------						
Produces an adequate amount of work----						
Produces an acceptable quality of work-						
Works well with co-workers----------						
Follows directions----------						
Accepts responsibility----------						
Demonstrates dependability----------						
Knows how to advance on the job--------						
Demonstrates pride in work----------						
Willing to learn, change & adapt-------						

EDUCATION AND TRAINING CREDENTIALS:	BARRIER	CRITICAL BARRIER	AGENCY	REFERRAL/ DATE	COMMENTS/ FOLLOW-UP/DATE	OUTCOMES/ DATE
Ability/inability to:						
Reading skills----------						
Mathematical skills----------						
Writing skills----------						
Spelling skills----------						
Study skills----------						
Learning skills----------						
Basic education (high school, GED)----						
Advanced training (OJT,---------- apprenticeship, college)						
Training Related to job goal----------						
Interest in enhancing employability--- through education						
Understanding of need for lifelong---- learning						
Basic licensing required for job goal-						

WORK ORIENTATION:	BARRIER	CRITICAL BARRIER	AGENCY	REFFERAL/ DATE	COMMENTS/ FOLLOW-UP/DATE	OUTCOMES DATE
Desire to Work----------						
Enthusiasm----------						
Ability to direct self----------						
Motivation----------						
Interest in personal development--------						
Interest in program benefits----------						
Interest in reducing on subsidized employment----------						
Realistic expectations about work-------						
Feeling of economic responsibility------						
Potential earning capacity exceeds entitlements----------						
Support system not in place:						
Family - Supportive----------						
Friends - Supportive----------						
CAREER PLANNING SKILLS:						
Personal values----------						
Personal interest/capabilities----------						
Realistic/available occupations---------						
Need to make career decision----------						
Advancement goals----------						

13. ACTIVITY LOG

DATE	TIME SPENT WITH CLIENTS	FAMILY/ CLIENT NAME	ACTIVITY	RESULTS

14. COMPLETIONS AND PLACEMENTS

CLIENT INDICATOR FAMILY NAME	CLIENT NAME	AGE	YOUTH COMPELTED COMPETENCIES	YOUTH UNSUB. JOB PLACEMENT FULL	PART	WAGE RATE	HARD-TO-SERVE ADULT COMPLETED COMPETENCIES	ADULT COMPLETED COMPETENCIES	ADULT UNSUBSID. JOB PLACEMENT FULL	PART	WAGE RATE

14.a. PY'86-87 FEDP CLIENTS - DATA AS OF _____

Client Family Name	Indicator Client Name	Age	Youth unsubsid.job placement full	part	Wage Rate	Hard-to-Serve Adult Completed Competencies	Adult Completed Competencies	Adult unsubsid.job placement full	part	Wage Rate

14.b.

Adult/Youth Completing			Adult/Youth Entering					Employment Information Job Consistent With			
GED	High School	Other (specify)	Armed Forces	Job Training Program	College	Other (specify)	Adult/ Youth dropout returning to High School	Job Title/Site Wage Rate	Previous Training ?	FEDP Plan ?	Further Training Needed (specify) ?
(Indicate A or Y)			(Indicate A or Y)				(Indicate A or Y)				

15. FAMILY PROGRESS

FEDP STAGE	START DATE	COMMENTS
1. Intake		
2. Assessment/Immediate Concerns		
3. Development of Long and Short Term Goals		
4. Implementing Long Term Goals		
5. Follow-up/Ongoing		

FEDP OUTCOMES

FEDP Level	START DATE	COMMENTS
A. No Contact		
B. No Activity		
C. Self-Directed Activity		
D. Critical Help		
E. Agency Help Established		
F. Training Pre-Emp.		
G. Work Experience		
H. Job Placement		
I. Independence		

TWO YEAR UPDATE	1986-88	FEDP PROGRAM

FAMILY EMPLOYABILITY DEVELOPMENT PLAN

124 Families

Families off public assistance:	64	(52%)
Families in training:	48	(39%)
Families working, reduced aid:	8	(6%)
Families in FEDP counseling only:	4	(3%)

97% of the families are actively pursuing economic independence.

FEDP POPULATION

411 persons. . . . 124 families — Average 3.32 persons per family

Single female head of household	- 63 families	(51%)
Single male head of household	- 3 families	(2%)
Two parent household	- 58 families	(47%)
	124	(100%)

All families on public assistance — Average barriers to employment: 7

Urban and Rural Population

FEDP Racial Breakdown

White families	- 82	(66%)
Black families	- 30	(24%)
Hispanic families	- 3	(2%)
Native American families	- 3	(2%)
Asian families	- 4	(3%)
Mixed families	- 2	(2%)
	124	(100%)

FEDP TWO YEAR UPDATE

Economic Independent Families

1 income families - 36. . . . Average wage rate: $ 6.10/hour

2 income families - 28. . . . Average wage rate: $11.22/hour

411 persons - 124 families

Number of persons under 14 years of age:	150
Number of persons 14 to 21 years of age:	99
Number of persons 22+ years of age:	162
TOTAL:	411 persons

Persons Impacted by FEDP

Number off public assistance:	211
Number in families in training:	141
Number in reduced aid families:	37
Number with FEDP counseling only:	22
TOTAL:	411

95% of all persons in FEDP families are positively impacted.

FEDP COSTS

	1986-87	1987-88
Caseload	64	94
Number of FEDP Sites	7	9
Average Cost per Site	$ 7,173.00	$ 11,190.00
Training Grants	$ 50,000.00	$100,708.00
Cost per Family	$ 781.25	$ 1,071.36
FEDP Cost per Family Entered Employment	$ 1,250.00	$ 1,379.56
Sources of Funding	JTPA 8% Special Grant	JTPA 8% Special Grant and DEPE allocations; DSS Special Grant - MOST funding.

FEDP SITES

1986-87:

Mid Michigan Community College - Harrison

Grand Rapids Public Schools - Grand Rapids

Washtenaw Community College - Ann Arbor

Mason County Schools - Scottville

Baldwin Community Schools - Baldwin

Iron Mountain Community Schools - Iron Mountain

Marquette-Alger Intermediate School District - Marquette

1987-88:

Suomi College - Hancock

1987-88:

Highland Park Community College - Highland Park

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The State Board of Education complies with all federal and state laws and regulations prohibiting discrimination.

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